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ABSTRACT

This annotated bibliography was prepared as a resource to help institutions of higher education create an institutional climate conducive to the academic success of students with learning disabilities (LD) on their campuses. The entries were compiled from searches of three computerized databases as well as a manual library search. The selected entries were those which used the most valid samplings for their data and presented information having significant implications for colleges and universities concerned with students with learning disabilities. The entries are organized in five categories: (1) background information (19 entries), (2) diagnosis and identification (18 entries), (3) model programs for LD college students (16 entries), (4) developmental education programs and services (22 entries), and (5) support services (45 entries). Within each category, information includes author, title, source or publisher, year, and a brief description. (JDD)

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ED 367 102

Nature and Needs of Learning Disabled College Students

A Selected Annotated Bibliography

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Running Head: LEARNING DISABLED

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Biographical Information

Dr. Vernon L. Farmer is an Associate Professor of Education and former Head of the Department of Educational Leadership and Doctoral studies in the College of Education at Grambling State University. He earned his B. A., M. A., and Ph.D. degrees from the University of Michigan. Dr. Farmer has demonstrated academic leadership in a number of colleges and universities systems, including the University of Michigan, State University of New York and Texas Southern University. He has published a number of articles in Journals (Referee), ERIC Database, Book Chapters, and Monographs. Dr. Farmer's research interest focuses on the History and Philosophy of Black Higher Education, the History and Philosophy of Developmental Education, the Nature and Needs of Developmental Learners, Cultural Pluralism in Higher Education, and teaching and learners styles of faculty and students, respectively.

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The Nature and Needs of Learning Disabled College Students

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Vernon L. Farmer

Betty L. Farmer

Editors

Preface

It is the opinion of these researchers that a good Annotated Bibliography is a valuable tool for research and inquiry regarding the nature and needs of Learning Disabled College Students. We believe that this Annotated Bibliography meets that standard.

If colleges and universities are to be successful in graduating these students, they must first understand them. When this has been accomplished, institutions will be able to design and implement effective Developmental Education programs to serve their needs. With this in mind, this selected Annotated Bibliography was prepared as a resource to help these institutions create an institutional climate conducive to the academic success of learning disabled students on their campuses.

The entries in this publication were compiled and edited from three data bases: ERIC, SIRS, and PSYCH LIT. A manual library search was also conducted. These entries were selected on the basis of which research studies used the most valid samplings for their data and presented information having significant implications for colleges and universities concerned with learning disabled students. Most of the entries selected for this Annotated Bibliography are data based.

In an attempt to make this Selected Annotated Bibliography most usable, the entries are organized in four categories: Background Information; Diagnosis and Identification; Model Program for LD college students; and developmental education programs and services. Under each category, entries are identified alphabetically by author, followed by title, source or publisher and year. These entries describe research studies concerned with learning disabled students pursuing a college degree.

Although not purporting to be exhaustive,we believe that this selected Annotated Bibliography will provide valuable information that can be used to help colleges and universities design programs and services to meet the needs of learning disabled students on their campuses.

Nature and Needs of Learning Disabled College Students

A Selected Annotated Bibliography

Background Information

Abrams, Helen Ginsberg and Abrams, Robert Haskell (1981). Legal obligations toward the post-secondary learning disabled student. Wayne Law Review, 27, (4), 1476-99.

Discussion of school responsibility to learning disabled college students outlines legal entitlement to services and the parameters of a learning disability program: identification of students, individualization, individual and program evaluation, and program integration into the institutional setting.

Apostoli, Beth D., (1986). Making transition to postsecondary education. Journal of Reading, Writing, and Learning Disabilities International, 2, (4), 325-330.

Discusses the failure of most colleges to meet the needs of learning disabled (LD) freshman move from one learning environment to another. It is maintained that the compromising either the instruction or the S's self-confidence.

Blalock, Ginger and Dixon, Nancy M., (1982). Improving prospects for the college-bound learning disabled. Topics in Learning & Learning Disabilities, 2, (3, 69-78.

Surveyed administrators of learning disabilities programs to determine the type and extent of offerings available to the learning-disabled adult student and to assess needs that are not being met. Findings indicate that the traditional university education has represedtned an impossible goal in the past for most LD students; however, community colleges have promoted postsecondary opportunities for those unable to meet traditional standards. Features of the LD adult student and assement of and treatment approaches to postsecondary learning disabilities are discussed. Academic behaviors, affective development, and occupational concerns of LD postsecondary students are identified as repeated concerns in the literature. Traditional assessment approaches remain in wide use in postsecondary settings. Two pathways exist by which schools can serve the LD student. One is to assist students in meeting existing requirements and standards through "selective environments" that offer a limited number of instructional options that work well only for certain students. The alternative, "adaptive environments," provides instructional options that are based on knowledge of each student's past performance, learning strengths and weaknesses, and interests.

Cordoni, Barbara, (1982). A directory of college LD services. Journal of Learning Disabilities, 15, (9), 529-534.

Presents information on college programs, support groups, and resources for the learning

disabled. Sources of college programs, recently funded programs, funding sources and employment, and youth and adult programs are specifically covered.

Cordoni, Barbara K., (1982). Postsecondary education: Where do we go from here? Journal of Learning disabilities, 15, (5), 265-266.

Reviews the status of college and university learning disability related services. It is concluded that although educational planning and implementation come from an understanding of strengths and weaknesses in the acquisition of knowledge, college diagnostic workups are usually minimal and confined to basic IQ and achievement measures. Such information as a student's social adjustment, areas are likely to be the ones most directly related to the student's ultimate success or failure.

Cruickshank, William M. and Tash, Eli, (eds.) (1983). Academics and beyond, 4, The best of ACLD. Syracuse, New York: Syracuse University Press.

Selected papers from the 19th International Conference of the Association for Children and Adults with Learning Disabilities.

Cruickshank, William M. and Kliebhan, Joanne Marie, (eds.) (1984). Early adolescence to early adulthood, Vol 5, The Best of ACLD. Syracuse, New York: Syracuse University Press.

Selected papers from the 20th International Conference of the Association for Children and Adults with Learning Disabilities.

Gardner, David C., Beatty, Grace J., Gardner, Paula L. (1984) Career and vocational education for mildly learning handicapped and disadvantaged youth. Springfield, Illinois: Charles C. Thomas, Publisher.

This text is a book of readings about how some of the barriers to education and employment can be addressed. It can serve the reader just entering the field as an introduction to the career/vocational education of mildly learning handicapped and disadvantaged youth.

Gelo, Florence, (1976). Higher education for the LD student. _Academic Therapy, 11,_ (3), 349-355. Surveyed 1,187 four-year colleges by questionnaire to determine admission opportunities and programs for the learning disabled. 327 colleges replied. Seven percent of those answering stated that they had special admission standards for "individuals with learning problems"; 56 percent did not. Financial aid for such applicants was available in approximately 10 percent of the responding schools. 33% said they did have individuals with learning problems enrolled in the school; 39 percent said that they probably had them. 17 percent reported having some program modification for these students; 24 percent said that they did not.

Haig, Joan M., & Patterson, Becky M., (1980). _An overview of adult learning disabilities._ Paper presented at the Annual Meeting of the Western

College Reading Association (13th, San Francisco, CA).

An overview of adult learning disabilities is presented with an emphasis on the most recent developments in the field. Areas discussed are definition, characteristics, current literature, and program design. Various definitions of a learning disabled adult are identified and the problems that are associated with these characteristics. An annotated bibliography lists sources in the following six areas: college programs, case studies, basic skills programs, adult basic education programs, research, and longitudinal studies. A description of one community college program is summarized, with three major phases of the programs discussed (a core of remedial/developmental courses, an integrated learning laboratory, and a series of inservice workshops.)

Huck, Cherry K., et al., (1992). Students with learning disabilities in the university environment: A study of faculty and student perceptions. *Journal of Learning Disabilities, 25*, (10), 678-84.

This study examined the perceptions of 109 faculty, 46 university students with learning disabilities (LD), and 194 non-LD students regarding sensitivity to LD student's special needs, accommodations, and the perceived impact of such a disability. Results revealed a general sensitivity to students' special needs, and several areas warranting further attention.

Mangrum, Charles T. and Strichart, Stephen S. (1984). *College and the learning disabled student: A guide to program selection, development and implementation,* New York: Grune & Stratton, Inc.

The areas addressed by the authors include: the impact of federal and state legislation: characteristics of LD students: developing a learning disabilities program: admitting LD students to college: diagnostic testing:

developing an individual education program: academic program advisement: remediating basic skills; subject area tutoring; special courses; and, auxiliary aids and services.

Mangrum, Charles T. and Strichart, Stephen S., (1983). College possibilities for the learning disabled: Part two. Learning Disabilities: An Interdisciplinary Journal, 2, (6), 69-81. Focuses on admissions policies, program services (including diagnostic testing and prescriptive planning, program advisement, and instructional assistance), and the preparation of high school students for college experiences.

Ness, Jean E., (1989). The high jump: Transition issues of learning disabled students and their parents. Academic Therapy, 25, (1), 33-40. Considers issues facing learning disabled students and their parents during the transition from secondary to postsecondary learning settings and presents recommendations

for resolving problems encountered during this period. Concerns and reactions experienced by parents as they go through the transition process with their children include dependence vs independence, dealing with failure, confusion about students' abilities, and loss of a familiar support system. Students' reactions to the transition process are discussed in terms of postsecondary education.

Patton, James R. & Polloway, Edward A., (1992). Journal of Learning Disabilities, 25, (7), 410-415, 447.

Discusses service delivery needs for adolescents and adults with learning disabilities (LDs), and seeks to dispel the deficit model in favor of a model of needed supports. Appropriate supports must be available to enhance the likelihood of dealing with the demands of adult life successfully. Concerns planning and service delivery. Services available include vocational training, agencies and institutions of higher learning are also beginning to address the needs of college students with LDs.

Putnam, M. Lewis, Postsecondary education for learning disabled students: A review of the literature. Journal of College Student Personnel, 25, (1), 68-75.

Discusses the dearth of college programs designed to aid the learning-disabled (LD) student and the need for implementing such programs. The characteristics of LD students are clarified in three areas: academic, processing, and social and emotional problems. The lack of programs to remedy these deficits is attributed to high costs, LD student perceptions that a college education is nonessential to obtaining a job, traditional concern for academic excellence on the part of the institutions, and lack of awareness of the incidence and needs of LD students on the part of college program personnel. Methods for

problem resolution allowing for the effective implementation of federal regulations are discussed.

Schmidt, Marlin R. and Sprandel, Hazel Z., (eds.) (1984)Helping the learning disabled student: New Directions for Student Services, number of 18, San Francisco, CA: Jossey- Bass, Inc.

This volume of New Directions for Student Services is addressed to meeting the needs of the learning disabled, and the authors provide examples of programs which are in the forefront of providing appropriate student services to the learning disabled.

Scott, Sally S., (1991). A change in legal status: An overlooked dimension in the transition to higher education. Journal of Learning Disabilities, 24, (8), 459-466.

Examines the legal transition of students with learning disabilities (SLDs) from high school to postsecondary education (PE). Basic provisions of PL 94-142 and Section 504 are

reviewed to clarify legal objectives and requirements. Implications of the change in legal status for SLDs (e.g., identifying appropriate programming, understanding the construct "otherwise qualified," attaining accommodation, establishing a personal support network) are discussed. Existing transition programs are examined, and guidelines for incorporating legal transition skills in future transition programming are proposed. SLDs will face a dramatic shift in educational rights and responsibilities as they enter PE regardless of their cognizance of a change in legal status.

Vogel, Susan, A. (1982). On developing LD college programs. *Journal of Learning Disabilities, 15,* (9), 518-528.

Suggests that in the 1980's, colleges need to respond to the community of concerned people and the passage of regulations designed to enforce section 504 of the Rehabilitation Act of 1973. The following issues are discussed: identification of the learning disabled (LD) applicant, the qualified VS unqualified handicapped student, staff development, and institutional resources. Areas of special consideration for LD college students include assessment, academic advising, study habits, written language skills, and social/interpersonal skills. A model of a communications network is presented that demonstrates how an LD college program must encompass every area of university service.

Perspectives on Diagnosis and Identification

Carlton, Patricia M., & Walkenshaw, Donnadene, (1991). Diagnosis of learning disabilities in postsecondary institutions. Journal of Postsecondary Education and Disability, 9, (1-2), 197-206.

A survey of 35 postsecondary institutions with programs for learning disabled students gathered information on the assessment instruments use to assess learning strengths and weaknesses and determine the presence of a specific learning disability. Results are reported, program characteristics are discussed, and suggestions for improving diagnostic procedures are offered.

Cohen, Jonathan. (1983). Learning disabilities and the college student: Identification and diagnosis. Adolescent psychiatry, Vol. II, 177-198.

Contends that learning disabilities may be treated as psychogenic problems in college students and that such treatment will contribute to the student's feelings of guilt, stupidity, and inability to change to the clinician's sense of frustration. Screening for learning disabilities in students presenting themselves at college or university learning centers can be accomplished by gathering data in the following four overlapping areas: the nature and history of the presenting problem; an educational history; a medical history; a review of the student's current level of social, psychological, and academic functioning - and mathematics - related processes. Diagnostic testing of students whose screening data induce the need for further evaluation involves assessment in three areas: intellectual and achievement levels, neuropsychological factors, and personality factors. Specific tests are discussed for appropriateness in this diagnosis. It is suggested that most colleges have not yet provided appropriate evaluation, diagnosis, counseling, and teaching for the learning disabled student.

Crystal, Ralph M., et al., (1982). A diagnostic and rehabilitative model for learning disabled clients. *Journal of Applied Rehabilitation Counseling, 13,* (2), 34-37.

Describes a project being implemented at the University of Kentucky to facilitate rehabilitation services for learning disabled individuals capable of entering a postsecondary education/training program. Objectives of the project include assisting learning-disabled individuals in understanding their educational and remedial learning needs, assisting clients in making postsecondary education and career choices, and assisting in providing enhanced by the fact learning disabled individuals are now eligible for vocational rehabilitation services.

Gray, Rusty, (1981). Serving adults with presumed learning disabilities -- some considerations. Journal of Developmental & Remedial Education, 4 (2), 3-5, 33.

Provides information about learning disabilities for the developmental educator. Discusses the multidisciplinary nature of its definition, the middle-class orientation of the movement, and the instructional methods and programs available for adolescents. Encourages the development of postsecondary

programs geared to individual student needs.

Gregg, Noelle & Hoy, Cheri, (1990). Identifying the learning disabled. Journal of College Admissions, 129, 30-33.

Discusses issues surrounding identification and classification of learning-disabled population at postsecondary level. Maintains that diagnostic evaluations are necessary to determine eligibility for services, furnish information for curriculum planning and development, and provide projection/incidence figures and research data. Suggests that evaluation can be accomplished by taking students' word, requiring outside documentation, or providing college's own diagnostic assessments.

Hallahan, Daniel P., et al., (1986). A comparison rate variability from state to state for each of the categories of special education. RASE -Remedial and Special Education, 7, (2), 8-14.

Findings from the present study of prevalence

rates for 1983-1984 of 10 special education categories from the 50 states and Washington, D.C., reveal that, despite more variable prevalence rates for higher prevalence categories of special education, higher prevalence categories (i.e., learning disabilities, speech and language impairments, mental retardation, emotional disturbances) are, as a group, no more variable than lower prevalence categories, (i.e., hearing, orthopedic, visual and health impairment, multiple handicaps, deaf/blind). Results do not justify the notion that higher prevalence categories are more ill-defined than lower prevalence categories.

McGuin, Joan M., et al., (1990). Learning Disabilities Focus, 5, (2), 69-74.

Identifies challenges to professionals who work to expand higher education opportunities for students with learning disabilities (LDs). Issues at the secondary level include underpreparedness of students with LDs and definition overidentification. Issues for postsecondary education include admissions policies and academic requirements, service delivery, and training of student service staff at the postsecondary level.

Miller, Robert J., (1991). Variables related to they type of postsecondary education experience chosen by young adults with learning disabilities. Journal of Learning Disabilities, 24, (3) 188-191. Examines selected variables related to the type of alternative postsecondary education experience chosen by 225 young adults with learning disabilities. Variables related to the use of community resources, community mobility participation in vocational education while in high school, autonomy, peer influence, and gender were found to be significant factors that differentiated among groups. For example, exposure to community college resources led to community college participation, and exposure to other agencies led to participation in the military and private training programs.

Primavera, Joanne M., (1980). Entry to exit. Identification, monitoring and tracking of handicapped and disadvantaged students. Washington: Renton Vocational Institute. In view of new federal guidelines, a project sought to write a procedure for identifying disadvantaged, handicapped, and/or nontraditional students and set up a monitoring system in the Renton vocational Technical Institute. A literature review showed no practical tracking system had been published. The identification procedure developed registration form responses, testing, request for service form, instructor feedback, and financial aid office information. The monitoring and tracking model developed incorporated early warning and intervention procedures. Procedures for

identification of special groups of students were also written for the secondary vocational programs to adult vocational programs was found to be in violation of the Family Privacy Act unless specific steps were taken. The responsibility of overall monitor was assigned to the vocational counselor. Two additional services developed included an outline for conducting inservice for instructors who work with disadvantaged/handicapped students and a handbook of services for handicapped students.

Reading Achievement.

Ryan, Ann Grasso & Heikkila, Kathleen, M., (1988). Learning disabilities in higher education: Misconceptions. _Academic Therapy, 24,_ (2), 177-92. This paper offers a critical examination of common misconceptions concerning college students with learning disabilities (LD), including, among others: LD college students are older versions of high school LD students, college entrance data can accurately predict

LD student success, and LD students disclose their handicaps to institutions of higher education.

Shaw, Stan F., et al., (1989). Preparing students with learning disabilities for postsecondary education: Issues and future needs. (ERIC Document Reproduction Service No. ED316998).

A counseling perspective is applied to issues concerning the preparation of high school students with learning disabilities for postsecondary education and employment settings. The combination of academic limitations and difficulties in getting along with others provide continuing problems for these young adults. Instructional and counseling services need to help these students become increasingly more self-sufficient, independent thinkers who can self-advocate and be responsible for their actions. The literature review and discussion also considers such issues as the need to teach the

generalization of learning strategies, the n need for student placement teams to stress development of independence and responsibility, careful consideration of implications for future options when simplified or modified courses are taken, and the critical importance of social skill development. Eight suggestions offered by learning disabled college students for college-bound learning disabled high school students are listed. Also outlined are seven recommended steps in planning for transition. Contains 14 references.

Smith, Christopher & Fry, Ronald, (Eds.), (1985). National forum on issues in vocational assessment . Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie.

The current state of the art in vocational assessment is explored in 46 papers: Vocational evaluation: An experimental trend in vocational assessment (Nadolsky);

Certification for teachers and vocational evaluation specialists" (Meers); Marketing vocational education (Williamson); Norms, reliability and validity in commercial vocational evaluation systems (Botterbusch); Research needs and vocational assessment as a science (Menz); Vocational evaluator as expert witness (Ellis); School-based vocational assessment (Peterson); A model vocational evaluation program for the learning disabled adult (Long, Hicks); A work measurement approach to functional assessment (Black, et al.); Further development of the vocational decision-making interview for handicapped populations (Czerlinsky); A comparative study of performance scores on the valpar component work samples (Dion); Valpar component work samples: A correlation analysis (Dion); A psychovocational evaluation model (Gruehagen, Mohr); Evaluation of prevocational skills in public school settings (Phelps); the regional vocational assessment center (Kapland); Services of a special needs evaluation center (Bohnenstiehl); Introduction to microcomputers (McDaniel); Computer software for assessing and shaping motor performance in vocational evaluation and adjustment programs (Coker, Blakemore); The use of computers in vocational assessment (Tango); Employment through rehabilitation technology awareness (Johnson); Microcomputers as prosthetic aids for the severely physically disabled (Long, Hicks); Ethical dilemmas--differences in the public and private for profit practitioners' point of view (McClanahan); Effective vocational evaluation of non-English speaking individuals (Edgcomb); A triadic approach to the vocational assessment of chronic pain syndrome patients (Costello); Vocational assessment of psychiatrically disabled professionals (Stone); A reappraisal of vocational evaluation from an ecological systems perspective (Szymula, Schleser); New Directions for vocational assessment (Hastings); Career/vocational assessment in the public school setting (Sitlington, et al.); Levels of Worker functions claimed by Valpar for its work samples compared to those determined through job analysis of the work samples (Clark); vocational outcomes associated with lower extremity amputations (Roush); A work hardening model for the 80s (Smith, McFarlane); Physical capacity evaluation and the work hardening program (May); Identifying optimal working conditions for persons with low vision--who is responsible? (Small); vocational evaluation of blind and visually impaired persons (Peterson); The vocational evaluation of head injured patients (Weinberger); prevocational evaluation: A mind set or a process (Coffey, et al.); A hierarchical model of vocational evaluation (Mason); Short term training of

vocational assessment personnel (Esser); the career assessment process in the intermediate district (Murray, Skaja); Ohio school based work evaluator teacher certification program (Napier); A comprehensive employability assessment strategy for disabled persons (Roessler, et al.); Vocational assessment of learning disabilities (Hartlage, Telzrow); and vocational assessment of deaf and hearing impaired persons (Cotter).

Stone, Bernice, (1983). Students with invisible handicaps. College Board Review, 127, 22-27. Learning disabilities are not often recognized by college personnel serving the handicapped on campus, despite the students' need for services. Some outstanding institutional programs exist and should be made known. Research into program structure and development is needed.

Knowles, Barry S., Knowles, Patricia S., (1983) Identifying learning disabilities in college-bound students. Journal of Learning Disabilities, (16), (1), 329-42.

Investigated whether the American College Test (ACT) can be used to measure reading ability and if, collectively, the ACT, the standard test of academic skills (TASK). and GPA can predict a learning disability (LD)> Data were collected for 78 incoming college freshmen, including 19 LD students. Analyses showed that the ACT measured student's reading ability and that, by using students' ACT, TASK scores, and GPA, a prediction could be made to determine generalizability of the findings to colleges and universities throughout the nation.

Lesh, Kay & Ozer, Martha, (Eds.), (1990). Journal of Postsecondary Education and Disability. Volumes 5-8,1987-1990. Journal of Postsecondary Education and Disability, 5-8, (1-2), 1987, (1-4), 1988-1989), (1-2), 1990.

This document consists of the eleven issues of the Journal of Postsecondary Education and Disability issued from 1987 through 1990. Ostensibly a quarterly, the journal had only two numbers in 1987, three in 1989, and two in 1990. Some feature articles during this period have the following titles and authors: Perception of tutoring services by mainstreamed hearing impaired college students (Michael S. Stinson); Characteristics of students with learning disabilities who take the ACT Assessment under Special Conditions (Merine Farmer and Joan Laing); Faculty inservice training: Impact on the postsecondary climate for learning disabled students (Mary Morris et al.); Learning disability college programming: A bibliography (Stan F. Shaw and Sarah R. Shaw); The other minority: Disabled student backgrounds and attitudes toward their university and its services (Alrich M.

Patterson et al.); Using computers to present Woodcock-Johnson psycho-educational battery results to postsecondary students with learning disabilities (William N. Margolis); Effective counseling techniques for LD adolescents and adults in secondary and postsecondary settings (Lynda Price); Establishing dialogue: An English Professor and a DSS coordinator discuss academic adjustments--Part 2 (George Vincent Goodin and Sam Goodin); Disabled but able to work: Federal initiatives in training young people with disabilities in employment (Dale Brown); Career decision making attitudes of college students with learning disabilities j(Ernest F. Biller); A five-year analysis of disabled student services in higher education) (Marie T. Sergent et al.); Methods of adapting computers for use by disabled students j(Betty A.S. Keddy); Disability simulation using a wheelchair exercise (David Pfeiffer); Sex group membership as a confounding factor in handicapped students' GRE General test performance (Randy Elliot Bennett et al.); Factors influencing the academic and social integration of hearing impaired college students (Susan Foster and Paula Brown); A survey of faculty attitudes and accommodations for students with disabilities (Yona Leyser); Assessing library accessibility: Suggested guidelines (John W. King); The effect of word processing on a dyslexic artist's composition (Loretta Cobb and Wilma Mims). References accompany most articles.

Minner, Sam and Prater, Greg, (1984). College teachers' expectations of LD students. Academic Therapy, 20 (2), 225-229.

Presented a vignette describing a student's academic and social characteristics and administered an attitude questionnaire to 210 faculty members from three midwestern state universities to examine their initial expectations of learning disabled (LD) students in terms of academic potential and perceived ability to work with these students. Results show that college faculty had the highest academic expectations for a nonlabled positively described student, less high expectations for the positively described LD student, and the lowest expectations for the negatively described LD student. Faculty perceived their ability to work with nonlabeled positively described students as highest followed by students in the same order as listed above. The initial expectations of university level teachers toward LD students are negative, and are not optimistic about their ability to work with LD students. It is suggested that staff development workshops or training must be implemented at the university level.

Ostertag, Bruce A., Baker, Ronald E. (1983).

An analysis of assessment instruments in use by the California community colleges to identify and assess students with specific learning disabilities. (ERIC Document Reproduction Service No. ED 229054).

In 1982, a survey of California community colleges was conducted to determine the formal and informal devices used to identify and assess learning disabled average (LD) students; the characteristics, skills, and behaviors measured; the personnel who administered the assessment instruments; and the intake process and identification and assessment instruments recommended for LDA students. Study findings, based on responses from all 106 colleges surveyed, revealed that 80 of the schools had formal programs for identified LDA students, 13 operated some other type of service, and that approximately 7, 962 LDA students were receiving formal or informal services. With respect to the 80 colleges with formal programs, the study found: (1) 94% conducted intake interviews; (2) 80% accepted assessment results from other agencies and 81% conducted standardized assessments to obtain further data; (3) informal assessments were used by 64 respondents to complement formal testing practices; (*4) the Wide Range Achievement Test, the Peabody Individual Achievement Test, and the Peabody Picture Vocabulary Test (revised) were used by more than 70% of the respondents; (5) reading, auditory perception, achievement, and arithmetic were the areas most frequently tested using formal assessment tools; and (6) a learning disability specialist was most often responsible for administering tests. The 20 item questionnaire used to collect data on the LDA programs is appended.

White, Warren J., (1985). Perspectives on the education and training of learning disabled adults. Learning Disability Quarterly, 1985, 8, (3), 231-236.

Reviews the literature and identifies some of the issues and problems facing professionals working with learning disabled (LD) adults. In spite of increasing attention on the education and training of this population, little information is available about model training programs, characteristics of the population, and directions for future research and programming. The present state of knowledge regarding vocational and social adjustment, postsecondary education options, and effective program components is discussed. Priorities for future instruction and programming for LD adults include provision of career and vocational education to school age children and youth; modification of vocational interest and skill instruments to accommodate LD individuals; and the training of professionals in adult education. (33 references)

Model Programs

Aune, Elizabeth, (1991). A transitional model for postsecondary-bound students with learning disabilities. Learning Disabilities Research and Practice, 6, (3), 177-187.

Describes a model for preparing students with learning disabilities for transition to postsecondary education developed during a three-year demonstration project. 31 participants who demonstrated higher 1st-year postsecondary retention rates than the general student population, gained skills in the areas of self-advocacy, study strategies, interpersonal relations, and accommodations. Some expressed denial of their disability and were hesitant to ask for accommodations. Key elements for successful transition to postsecondary education include understanding one's disability, enrolling in mainstream academic courses in high school, practicing accommodations and self-advocacy in mainstream

courses, involving the student in decision making, designating a transition case manager, and using a team approach to transition planning.

Barsch, Jeffrey, (1980). Community college: New opportunities for the LD student. Academic Therapy, 15 (4), 467-470.

This article reviews the major components of the Venture College (California) program for learning disabled adults.

Cant, Malcolm, J., et. al (1980). The individualized educational program for learning disabled adults (ERIC Document No. ED 192491).

This paper describes King Edwards Campus's (Nova Scotia) Individualized Educational Program for Adults (IEPA) for learning disabled adults. Sections address the following: program divisions, development of the IEPA components of the IEPA committee, the referral process, learning diagnostic services, the learning diagnostician's role,

implementation of the individual program, inservice training, and goals of the IEPA. Statistical data on 90 students enrolled in the program are presented. Sample forms and an article on the IEPA are also given.

Chisman, Arlington, W., & Farmer, Edgar I. A model plan to serve the handicapped student in technology: A sensitized experience. Department of Industrial Technology, North Carolina Agricultural and Technical State University. These workshop materials are designed to assist technologists in coping with handicapped students in their programs. They contain information on the characteristics of handicapped persons, and some of the psychological and legal considerations that form the background from which the students come; and they focus on developing insight that will help instructors to provide a better program for handicapped students. The materials consist of four learning experiences, with self-checking tests for each experience. Learning experience, 1) explores the characteristics of handicapping conditions and the psychological factors associated with them; learning experience 2) provides an orthopedically handicapped simulation; learning experience 3 discusses learning disabilities and includes a sample of how a reading disabled student views a text selection; and learning experience 4 provides a simulation of visual impairment.

Grill, Jeffrey, J., (1978). School programming for adolescents. Academic Therapy, 13, (4), 389-399. Discusses the two main groups of learning disabled adolescents: mildly and severely disabled. Services needed for both groups are similar: evaluation, counseling, tutoring, advocacy, and training for the job market. However, the mildly disabled will be enrolled in larger remedial classes than the severely disabled, will return to a regular class sooner, will be counseled, when appropriate, to pursue higher education, and will require less time and energy to progress in all educational programs.

Harvey, David, W., McGuire, Joan M., Plante, Susan T., (1983). Meeting the needs of learning disabled college students. Journal of Learning Skills, 2 (3), 29-34.

Describes the attempts of a junior college to meet the needs of learning disabled (LD) students through a learning resource center. Students identified as LD prior to admission or referred to the center by faculty may choose to participate in a transition program that includes a package of developmental couples focused on correcting academic weaknesses. The learning center serves three functions in assisting LD students: (1) teaching basic skills related to effective use of texts, note and test taking, and studying; (2) establishing academic accommodations and support services such as tutoring programs and counseling; and (3) promoting faculty awareness and support of LD students.

Macguire, Joan, et. al.,(1984) *The development of a support program for learning disabled students in a junior college setting* (ERIC Document No. ED243532).

Descriptive and evaluative information is provided on the approach used by Mitchell College, a small, private, liberal arts junior college, to meet the needs of learning disabled (LD) students. Introductory material cites the growing number of LD adults pursuing postsecondary educational options and describes the development of a learning resource center (LRC) at the college to provide academic support to LD and other students. Next, the goals and objectives of the LRC are specified, including: (1) to conduct informal and/or formal diagnostic assessment of students referred to the LRC;

(2) to develop an individualized educational program for each student which states performance objectives to be met; (3) to provide tutoring in study techniques and time management, textbook reading, note taking, memory techniques, test taking, reading comprehension, vocabulary development, written expression and proofreading, verbal and math problem solving, and interpretation of visual materials, and, (4) to develop a continuum of academic support services. Following a description of the program and the diagnostic procedure used, of students served, faculty/administrator surveys, and participant surveys. Finally, a discussion is presented of implications for future program development and continued investigation. In addition to survey instruments, appendices provide a complete Learning Skills Diagnostic Packet, which contains goals and objectives for skill areas, informal assessment techniques, and

diagnostic profiles for each skill area.

McWhirter, Benedict., & McWhirter, Jeffries J., (1990). Survival strategies and the learning disabled college student. Academic Therapy, 25, 3), 345-357.

Describes the philosophy and services available to learning disabled students through a disabled student resources program at a university. The program addresses the development of independence and responsibility, self-advocacy skills, and realistic self-knowledge. A faculty perspective on LD college students is provided. Recommendations are offered to parents, teachers school psychologists, and counselors focused on assisting LD students to develop survival skills before they enter college. Some of these recommendations have applicability to LD youngsters before they enter postsecondary education.

Mick, Lori B., (1985). Connecting links between

secondary and postsecondary programs for learning disabled persons. *Journal of College Student Personnel, 26,* (5), 463-465.

Discusses program models (e.g., tutorial compensatory strategies, Adelphi, linking or bridging models) currently being implemented for the delivery of services to learning disabled students in higher education settings. The linking or bridging model, developed in England, is suggested as having the most potential for providing authentic transitional services between secondary and postsecondary programs for learning disabled students (11 references)

Noriander, Kay A., et al., (1990). Communities of postsecondary education personnel serving students with learning disabilities.

Presents the results of a survey designed to identify the need competencies of both administrative and direct service personnel in directing and implementing postsecondary support programs for students with learning disabled. Data were collected from a national sample of 299 practitioners. Competency areas perceived as most desired by learning specialists were assessment skills, cognitive interventions, and instructional skills, while administrative personnel rated management/leadership skills as most desired.

Ostertag, Bruce A., & Baker, Ronald E.(1984) A Follow-up study of learning disabled programs in California community colleges. (ERIC Document No. ED254744).

A study was conducted to identify and describe the programs and services offered by California community colleges to meet the needs of learning disabled average (LDA) students. The survey of 106 California community colleges sought information on program characteristics, and on the identification and assessment methods employed by the colleges. Study findings, based on responses from 100% of the colleges. revealed: (1) over 80% of the colleges operated formal programs, while 12% provided informal services for their LDA student population; (2) 65% of the respondents identified themselves as LDA coordinator/specialists, while 29% indicated that they were the Coordinator/Enabler of handicapped services; (3) methods of meeting LDA students' educational needs included special classes, tutorial support, counseling, and other auxiliary services; (4) Individual Education Plans were maintained on over 90% of assisted LDA students in formal programs; (5) the average time an identified student received services from a formal LDA program was four semesters for 41% of the students, and two to three semesters for 34% of the students; (6) respondents indicated that 90% or more of the LDA referrals came from (in rank order) faculty, counselors, high schools,

the Department of Rehabilitation, parents/relatives, and LDA students themselves. The study report includes comparisons with a similar study conducted in 1982. Appendices include the survey instrument and detailed results.

Rosenthal, Irwin, (1986). New directions for service delivery to learning disabled youth and young adults. Learning Disabilities Focus, 2, (1), 55-61. Discusses problems created by the increased accessibility for the learning disabled (LD) in higher education. Program development, LD student psycho-social growth, parent adjustment, and LD transitional needs are considered. Service delivery methods and a federally funded program for counselor/LD specialists are described.

Schoolfield, Roy W., (1978). Limitations of the college entry LD model. Academic Therapy, 13, (4), 423-431. The paper reviews inadequacies common in secondary programs for learning disabled students and suggests guidelines for more appropriate program development.

Sealls, James D., (1988). Learning disabilities, post secondary education, and Section 504 of the Rehabilitation Act of 1973. Law and Psychology Review, 12, 61-78.

Describes legal definitions and provisions for vocational rehabilitation of learning disabled adults and college students. Methods of complying with Section 504 of the Rehabilitation Act of 1973 are outlined, and some suggested curriculum and educational modifications are listed for aiding adult learning disabled students.

Ugland, Richard & Duane, Gail, (1976). Serving students with specific learning disabilities in higher education: A demonstration project at three Minnesota community colleges. Bloomington, MN: Normandale Community College.

This document describes and evaluates the

final year of operation of a three-year demonstration project conducted at three Minnesota community colleges which sought to locate learning disabled students in the three colleges, identify their special learning problems, and did them in succeeding in their academic programs. During 1975-76, the project served 150 college students and 77 individuals from the community, all of whom had some form of learning disability. Primary problems experienced by the learning disabled students were deficiencies in reading, writing, and spelling. Project services delivered to these students included routine diagnostic services, individual and group tutoring, instructor intervention, program guidance, job placement, and behavior management. Cost of these services was less than $150 per student. Some improvement is int he grade point averages of project students was seen, but wide variation in course completion rates between participants and non-participants were found for some academic disciplines. Recommendations for the design and administration of programs for learning disabled students in higher education are presented based on project outcomes.

Worcester, Lenore Higgins, (1981). The Canadian Franco -American learning disabled college student at the University of Maine at Orono. Paper presented at the Council for Exceptional Children Conference of the Exceptional Bilingual Child (New Orleans, LA. Two studies explored characteristics of the Franco-American and nonFranco-American learning disabled college student. The first study involving 200 learning disabled college students had four objectives-explore the appropriateness of self referral model to identify the college learning disabled student, explore the predominant characteristics of the self-referred learning disabled undergraduate student, examine the degree to which existing programs at a university can meet the learning needs of these students, and determine the degree of need for additional remedial programs to deal with learning disabled college students. Among findings were that students' major weaknesses occurred in such areas as visual memory, deductive reasoning, and reading comprehension. A second study involving 10 Franco-American College students examined student characteristics, perceived academic problems, perceived social/emotional well being, and perceived family characteristics and relationships. Students were evaluated, informed of their strengths and weaknesses, counseled, and tutored. Results indicated that the characteristics of the Franco-Americans perceived continuous antagonism, hostility, frustration, and/or indifference on the part of their university instructors to themselves as Franco-Americans; and all 10

Franco-Americans were under observable stressful conditions during a majority of their evaluation sessions.

Teaching Styles and Techniques

Brower, Mary Jo, (1983). The impact of computer assisted instruction as it relates to learning disabled adults in California Community colleges. (ERIC Document No. ED238509).

A study was conducted to determine the advantages and disadvantages of using computer-assisted instruction (CAI) with learning disabled (LD) adults attending California community colleges. A questionnaire survey of the directors of the LD programs solicited information on the availability of CAI for LD adults, methods of course advertisement, courses offered, and attitudes toward the approach. Survey findings, based on responses from all 107 community colleges, included the following: (1) 17% of the institutions offered classes specifically designed to enhance the education of LD adults using computers, and another 21% planned to implement such programs; (2) only three colleges selected LD adults to serve on advisory committees on computer use; (3) 72% of the colleges offering CAI did not send out materials advertising their courses, and 28% of these institutions changed the classroom environment; (4) 94% of the institutions offering CAI indicated that both students and staff were reacting favorably to the computer; (5) advantages of using CAI with LD adults were seen as enabling students to work at their own place in an non-competitive environment, familiarizing LD students with the computer, providing instant reinforcement, and increasing motivation; and (6) disadvantages of using CAI with this group were seen as the lack of appropriate software and the frustration LD students may feel regarding CAI directions. The questionnaire is appended.

Clark, Elmer J., et al., (1980). *Integrating skills, knowledge and attitudes for teaching the handicapped into regular teacher education. Volume I. Deans' Grant Project: First Year* Carbondale, IL: Southern Illinois University College of Education.

The Deans' Grant Project at Southern Illinois University at Carbondale was planned to prepare regular classroom teachers to work in the mainstreamed environment. Materials and strategies for introducing knowledge and skills into the core sequence of teacher education courses were developed. This volume contains materials and information for two of the basic courses, (1) Human Growth, Development, and Learning, and (2) Basic techniques and procedures in education. In the first section, a discussion is presented, in question and answer format, of the characteristics of handicapped students.

Descriptions are provided of handicapping conditions and the problems they present in the classroom. Conditions covered are hearing and visual problems, sensory-motor problems, perception problems, language and math problems, and general classroom teacher in the education of the handicapped is discussed. Two case histories are related, and the Individualized Education Program (IEP) developed signed students; the use of sign language, fingerspelling, hearing aids; self-carbon notetaking pads, interpreters, and captioned films by the hearing impaired or deaf; barriers to the student in a wheelchair and the need for a curb cut or ramp; information processing difficulties of the learning disabled student; and types of speech impairments and aids for persons who cannot speak at all. Hints for teachers to facilitate the participation of deaf and hard-of-hearing students in (and out of) the classroom and generalizations about the classroom needs of students who use wheelchairs are presented. A glossary of equipment and other terms, a chart of the American Manual Alphabet and the Braille Alphabet, and a list of resources for postsecondary educators are among the appendices.

College for the learning disabled student: A new opportunity, (1986). Journal of Reading, Writing, and Learning Disabilities International, 2, (4), 251-266.

Discusses admission criteria and special programs for the learning disabled. The following topics are addressed: A cooperative admission process between the college and the learning disabilities program), special admission procedures (a series of key questions to consider when screening applicants), diagnostic testing and prescriptive planning, program advisement, instructional assistance aids, and counseling. It is maintained that college for the learning disabled is clearly an idea whose time has come. The basic criteria proposed are that special admissions policies be used, that a full range of services be offered, and that services be implemented by trained professionals.

Davis, Vivian I., (1975). Including the language learning disabled student in the college English class. Paper presented at the Annual Meeting of the Conference on College Composition and Communication, St. Louis Missouri.

This paper explores the characteristics and problems many language learning disabled (LLD) and dyslexic students have in college and suggests ways for college English composition teachers to help them. LLD students are often poor spellers and their handwriting looks like that of a younger child. Constant difficulty and certain grammatical transformations may also be clues of language learning disability. LLD students may have trouble with reading and may be incapable of getting meaning from certain words. Many LLD students also have problems in decoding the oral language and in communicating their own thoughts orally. Characteristics of the causes and conditions for dyslexia are discussed and three suggestions are offered for pickup clues abut students who may be disabled. The teacher should first find out what LLD students need and what they have to offer and then find out how they can work with their fellow students most beneficially. Visual materials, rather than oral or written assignments, are suggested as being particularly effective for LLD students.

Faulkner, Janice Hardison, (Ed.), (1975). _Learning disabilities and the language arts: A survey of_ reading and writing instruction in the secondary schools. Addresses Presented at a Conference of the English Department of East Carolina University (Greensville, N.C.).

The main intentions of the two-day teachers' conference on language disabilities held at East Carolina University were to provide background information on how children acquire linguistic habits, to identify and suggest remedies for certain socioemotional problems which interfere with learning, to isolate problems arising from delivery in linguistic competence, and to describe reading and writing remedial programs for semiliterate students. This volume contains the following articles, all of which were presented at the conference: "The acquisition of language"; "Detecting and correcting reading deficiencies"; "Six strategies for improving freshman composition instruction in the 1970s"; "Freshman composition: A course

conceptualization"; "Achieving the goals of remedial English programs"; "Developing language skills for modern living"; "Phonology and the new English"; "Accommodating deficiencies in reading and writing"; and "Who requires remedial reading."

Hullinger, Louise, (1981). The hidden handicap. VocEd, 56, (3), 27-29, 54.

Learning disabilities come in many sizes and shapes. Essentially, students who have learning disabilities are not getting complete information through their senses. Therefore, it becomes the task of the teacher to provide information in more than one way.

Kerstiens, Gene, (Ed.), (1974). Reading--update: Ideals to reality. Proceedings of the Annual Conference of the Western College Reading Association (7th Oakland).

The thirty-five papers in this volume were presented on the theme "Reading--update: Ideals to reality." The keynote address,

delivered by Leland L. Medsker, was entitled "Postsecondary education in the decade ahead." Titles of other papers include "Characteristics of community college students," "A key to unlock aphasia," "The realities of a learning skills center in a college without a campus," "The microcounseling training model: Interviewing skills for the reading instructor," "Through federal funding land with gun and camera," "Active listening," "Survey of functions of learning programs in California's two- and four-year public colleges and universities," "The minority student in teaching communication skills," Using experiences for language learning at the college level," "Reading and study skills at the University of Kentucky Medical Center," "Getting your ideas into print," "Dynamics of TNT (Teaching notetaking techniques)," "Getting your ideas into print," "Dynamics of TNT (Teaching notetaking techniques)," "A learning center at Stanford?," "Screening for vision and perception disabilities," "Personalized reading instruction in the conventional classroom," "Freshman orientation: A study skills approach," and "Implementing the learning resources center: who, where, how, and with what?

Loxterman, Alan S., (1978). College composition and the invisible student. Paper presented at the Annual Meeting of the Conference on College Composition and Communicaiton (Denver, Colorado)

There are students who have "invisible handicaps" specific learning disabilities who need to be identified and given assistance. One such student was discovered in a freshman composition class because of the disparity between his and in-class writing and his take-home writing. It was ascertained that he had a learning disability that made it difficult for him to manipulate symbols spatially.

After completing and alternative course through a writing laboratory using "Process One, a College Writing Program," he was able to improve his skills to the point offering a "C" grade. In working with students who have learning, some suggestions are: establish and publicize some system of referral and diagnosis, urge those who teach writing to support such a system, establish uniform standards throughout all departments offering

Professional Staff Congress of the City University of New York, N.Y., (1988). Reasonable accommodations: A faculty guide to teaching college students with disabilities.

This handbook is designed to provide City University of New York faculty with practical information and suggestions to help them meet the needs of disabled student in their classrooms. An overview on teaching students with disabilities is provided, followed by discussions of specific topics including coping with mobility and hand-function impairments, hearing impairments, and learning disabilities, working with students who are psychologically impaired or speech impaired, and working with AIDS (Acquired Immune Deficiency Syndrome), cerebral palsy, multiple sclerosis, and seizure disorders. In addition, information is provided on where to go for assistance in teaching disabled students. The handbook provides help in revising untrue perceptions about the handicapped, and covers specific classroom techniques to assist the instructor in properly teaching the handicapped student. Specific suggestions are made including identifying the disabled student prior to the start of the class, considerations regarding attendance and promptness, the need for classroom adjustments, testing and evaluation, and student note taking.

Gregg, Noel, (1983). College learning disabled writer:

Error patterns and instructional alternatives. Journal of Learning Disabilities, 16, (6), 334-338.

Research is beginning to investigate the written composition of college learning-disabled writer with greater care given to the task required and the measurement tool. Results are indicating that learning-disabled college students who have underlying processing deficits may require different instructional objectives from those needed by college basic writers who have limited instruction or difficulty with the composing process. Error patterns of college learning disabled, normal, and basic writers across different tasks are reviewed. Instructional approaches successful in improving the written language skills of college learning-disabled writers, such as sentence combining and guided composition, are discussed.

Matuskey, Patricia Varan, Losiewicz, Joan, Michele,

(1981). Columbo in the classroom: An LD experience in the community college setting. (ERIC Document No. ED223264).

Guidelines are provided for faculty working with learning disabled (LD) students in the community college. After introductory material, the LD student is described as an individual of average or above average intelligence who demonstrates a significant discrepancy between intelligence and performance level because of problems in taking in, organizing, remembering, and expressing information. Several behavioral characteristics of LD students are then enumerated, such as their difficulty in following multiple-step directions and inability to work independently. Sources of on-campus assistance are also suggested, including assessment centers, instructional resource facilities, and vocational rehabilitation of career counselors. Finally, a chart identifies specific learning problems, indicates what teachers should do to address them, and suggests appropriate instructional strategies. For example, it is recommended that in response to students' low readability and high interest levels, using, for instance, rewritten technical materials, visual demonstration, and peer reading. Among the other problems discussed are slow reading, short attention span, poor oral communication, difficulties with abstract ideas, slowness to grasp generalizations and solve problems, inability to make decisions, differences in time perception, poor visual perception, poor motor skills, organizational difficulties, dependency on one or two particular individuals, failure identity, and poor motivation.

Miller, Robert, J., et al., (1990). Variables related to the decision of young adults with learning disabilities to participate in postsecondary

education. Journal of Learning Disabilities, 23, (6), 349-354.

Examined the relationship between specific factors and the decision to participate in postsecondary education (PSE) by 539 young adults with learning disabilities. Involvement in extracurricular activities while in high school, use of community resources, IQ, and reading and mathematics grade equivalent scores were important factors that differentiated between Ss choosing to particular or not to participate in PSE during the year after high school.

Moyles, Laura C., (1982). Microcomputers in postsecondary curriculum. Academic Therapy, 18, (2), 149-155.

Describes the learning skills program at Cabrillo College in Aptos, California, which provides diagnostic and instructional services to learning disabled adults enrolled in the two year community college. The goal is to

develop the students' skills to the point where they can be successfully integrated into the regular community. Microcomputers are used to supplement tutorial, laboratory, and small-group instructional programs in such areas as spelling, arithmetic, writing, and daily living skills. Equipment selection, training, adaptations of the program for special needs, and resource acquisition procedures are described.

Neault, Liz, & Lesh, Kay, (Eds.), (1986). Bulletin of the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) Volumes 1-14, 1983-1986. AHSSPPE-Bulletin, 1-4, This document consists of 4 years worth of issues (16 issues) of the quarterly Bulletin of the Association on Handicapped Student Service Programs in Postsecondary Education (otherwise known as the AHSSPPE Bulletin, extending from 1983 through 1986. Some feature articles during this process have the following titles and authors: Strategies for course modification for enhanced accommodation of nontraditional learners (Fred L. Wilson); Attitudes and Behaviors toward physically disabled students: Discussions with faculty (Bob Nathanson); Developing competence and autonomy for disabled students (Janet K. Huss); Financial aid/vocational rehabilitation agreements--are they working? (Richard Harris); The emergence of disability studies (David Pfeiffer and Alexia Novak-Krajewski); Specialized career services: An AHSSPPE survey (Debra Sampson); Academic adjustment for students with learning disabilities: What's appropriate? (Sam Goodin); The learning disabled college student: Problem areas and coping strategies (Renee L. Goldberg); Has 94-142 failed the college bound disabled student? (Richard Harris); A retention program for students with learning disabilities: One university's success (James

K. Bowen and Bernard C. Kinnick); Fostering independence in learning disabled students: A counseling approach (Arunas Kuncaitis); Sign language transliteration and its necessity in the university classroom: A position paper (Darlene Morkert and Carol Funckes); Facilities and Services for handicapped students in Christian colleges: A research study (Duane Kuik et al.); Tapping diversity within higher education: Some lessons learned (Jeff Porter et al.); Developing a reading program for dyslexic college students (Pamela B. Adelman); Self advocacy (David Pfeiffer); The emergence of the study of disability and society at the University of Southern California (Harlan Hahn and Paul K. Longmore); Postsecondary education for disabled students -- written testimony (William Scales); The role of college disabled student service programs in providing access to the microcomputer (Victor H. Margolis);

Appropriateness of academic adjustments for students with learning disabilities: Perceptions of Service providers (Russ Bumba and Sam Goodin); faculty awareness of the needs of physically disabled students in the college classroom (Carroll Jo Moore et al.). References accompany most articles.

Seitz, Sandy & Scheerer, Jan. (1983) Learning disabilities: Introduction and strategies for college teaching. (ERIC Document No. ED235864). Designed for community college educators. This paper provides an overview of the characteristics and problems of the learning disabled adult and offers strategies for both teaching and learning. Following introductory remarks, the paper provides definitions of learning disability and discusses the symptoms, psychological effects, and incidence of learning disabilities. The implications of learning disabilities for the workplace are discussed next, followed by a glossary of relevant terms (e.g., aphasia, dyslexia, and anomia). The next sections look at the objectives, fears, and behaviors of the learning disabled student in the community college and consider the demands on students with which the disabled adult may have difficulty (e.g., orientation, acquiring information, expression of knowledge, and time management). A section on teaching strategies points to the helpfulness of accommodations such as textbooks on tape, note-takers for lecturers, alternative exam procedures, carefully written syllabi, cuing and pre-organizing in lectures, alternate presentation styles, and tension reduction. Finally, a series of learning strategies for the disabled student is offered, focusing on understanding one's learning style, keeping healthy, using accommodations provided, active listening and reading skills, and time management.

Richards, Amy, (1977). *Writing dysfunction: A problem*

in college composition courses. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Kansas City, Missouri).

Many college students who have been labeled semi-literate because of their excessively poor writing ability in fact posses a neurological dysfunction known as dysgraphia. The symptoms of this disorder range from a consistent but minor inability to spell to a major disarrangement of letters and syntax. The best way to identify dysgraphic students is to acquaint composition teachers with the writing peculiarities that distinguish them from students with more traditional deficiencies. Unfortunately, even when such students have been identified, treatment is not easy. In individual conferences some improvement in spelling has been produced through overlearning, a technique used for elementary school students with similar

problems. Severely dysgraphic students at many universities may receive help from vocational rehabilitation programs. The most valuable help for dysgraphics, however, can be given in the classroom by composition teachers if they ignore spelling and instead stress the composing process and standard grammar. To establish the causes of deficient writing among college students in general, it is essential to isolate the specific causes as they are discovered. Identifying dysgraphia makes it possible to recognize other factors that contribute to the label of illiteracy.

Roth, Vicki, (1991). Students with learning disabilities and hearing impairment: Issues for the secondary and postsecondary teacher. Journal of Learning Disabilities, 24, 7, 391-397.

Students with both learning disability and hearing impairment (LDHI) in secondary and postsecondary programs receive inadequate assessment and support in many institutions.

The best route for serving these students may be collaborative efforts between deaf educators and learning disabilities specialists, yet gaps exists between these two professions in regard to interpretation of laws governing special services, training of professionals, and locations of educational programs. Those interested in creating good LDHI assessments should consider qualifications needed by those conducting curriculum based assessments, are recommended for identification and educational planning.

Scott, Sally, (1990). Coming to terms with the "other wise qualified" student with a learning disability *Journal of Learning Disabilities, 23,* (7), 398-405. Examines tenets of the construct "otherwise qualified" (OQ), found in the Rehabilitation Act of 1973 (which ensures all OQ individuals with handicaps the right to higher education), to clarify the task faced by postsecondary institutions of determining qualified students while maintaining academic standards in a setting traditionally based on academic merit and competition, the student with a learning disability (LD) requires accommodation during the learning process. Issues in implementing the law with students with LDs are discussed, and current practice is evaluated in the fight or legal principles. Guidelines are proposed for implementation.

Smith, Lynne M., (1980). The college student with a disability: A faculty handbook. Washington, D.C.: President's Committee on Employment of the handicapped.

A guide to the instruction of students with disabilities is presented to enhance learning in a college or university setting. Various adjustments that can be made in the environment or in teaching style are suggested. The following categories of disabled students are addressed: blind students, partially sighted students, deaf or hearing-impaired students, students who use wheelchairs, learning disabled students, speech impaired students, students who have an ostomy, students with spina bifida, students with multiple sclerosis and students with muscular dystrophy. Specific topics include: the use of readers, brailled books, audio tape recorded books, and recent aids by blind students; test administration to blind students; the use of large print books, a closed-circuit TV magnifier, and large print typewriter for partially sighted students; the use of sign language, fingerspelling, hearing aids; self-carbon notetaking pads, interpreters, and captioned films by the hearing impaired or deaf; barriers to the student in a wheelchair and the need for a curb cut or ramp; information processing difficulties of the learning disabled student; and types of speech impairments and aids for persons who cannot speak at all. Hints for teachers to facilitate the participation of deaf and hard-of-hearing students in (and out of) the classroom and generalizations about the classroom needs of students who use wheelchairs are presented. A glossary of equipment and other terms, a chart of the American Manual Alphabet and the Braille Alphabet, and a list of resources for postsecondary educators are among the appendices.

Tindall, Lloyd W., et al., (1980). Puzzled about educating special needs students? A handbook on modifying vocational curricula for handicapped students. Madison, Wisconsin: Wisconsin University Wisconsin Vocational Studies Center.

The purpose of this handbook is to help vocational educators and others provide appropriate vocational education for handicapped students through the modification of vocational programs. (A companion user's guide and an annotated bibliography are also available--see Note.) Possible uses include vocational instruction, administration, interagency and interprofessional cooperation, preservice education, inservice education, and research. Chapter 1 is an introduction. Chapter 2, working with others, examines the process for working with resource persons while teaching special needs students. It also covers potential resources located inside the school and out in the community. Chapter 3-8 deal with these specific handicapping conditions: emotional impairments of learning, learning disabilities, mental retardation, visual impairments, hearing impairments, and physical impairments. Each chapter is divided into three parts: (1) recognition of handicapped students, (2) strategies to modify vocational programs and to instruct students, and (3) information on existing exemplary programs and techniques already developed in vocational classrooms.

Details concerning formal and informal vocational assessment are found in chapter 9. Chapter 10 presents nine models of vocational service delivery to handicapped students.

Varnhagen, Stanley, (1983). Learning disabled adults and the use of microcomputer programs. Mental Retardation and Learning Disability Bulletin, 11, (3) 122-127.

Compared the effects of a microcomputer spelling program when used with 5th and 6th graders and with learning disabled (LD) college students in previous research. While the elementary students adapted well to the program, showing improvement in their spelling skills, the LD adults had difficulty using and learning from it because they need a more explicitly structured program. The modifications that had to be made in the program to make it more usable with the LD adults are described.

Winkler, Kathleen, et al., (1980). Special needs learners in vocational education. An inservice training and resources manual for teachers, counselors, administrators and other support staff. Massachusetts University, Amherst: Center for Occupational Education.

This handbook is both a resource for teachers, counselors, administrators, and other support staff and an in-service training manual for a teacher training in a workshop setting. Each of the first three (of four) sections contains two components. The first is a resource component with informative materials and various exercises to help the teacher understand and meet the needs of mainstreamed special needs learners. The second component is a set of instructions for activities for a trainer to use in inservice workshops. Section 1 present information about the roots, needs, attitudes, and behaviors of the special needs learners. It includes suggestions for working with this group in both the academic and vocational shop/classroom. Section 2 deals with meeting the needs of the special needs learner in the classroom. Techniques for adapting instructional content, instructional materials, teaching strategies, and the physical environment are included. Section 3 addresses the coping skills associated with the ability to work with these learners with a sense of empathy and understanding and the self-concept development procedures to help learners develop self-concept and survival skills. Section 4 is a listing of sources, materials, and agencies and organizations grouped by type of disability: hearing impairments, visual impairments, speech impairments, physical handicaps, mental impairments, emotional problems, learning disabilities, and disadvantaged/or culturally different. Mainstreaming is another heading.

Support Services

Adams, Lois, et al., (1988). Colorado options: A handbook of postsecondary services for students with learning disabilities, Colorado State Department of Education, Denver Division of Special Education Services.

This guide for learning disabled postsecondary students in Colorado was prepared from information obtained in a survey of 43 postsecondary schools and colleges in Colorado. An introductory section titled "Getting started" explains the types of postsecondary schools, admissions policies, terminology, and types of services for learning disabled students. Individual descriptions of 43 postsecondary schools provide information on the types of school, enrollment, housing availability, admissions and registration, identification and assessment of learning disabled students, program, instructional support, counseling and

program emphasis. Appendixes contain: (1) a questionnaire titled "Choosing a postsecondary school," which helps students examine their own goals and needs and the characteristics of prospective schools; and (2) an annotated list of 18 resources for students, teachers, and counselors.

Adelman, Pamela B. & Vogel, Susan, A. (1990). *Learning Disability Quarterly, 13,* (3), 154-66. Examination of the educational attainment and employment patterns of 89 learning disabled 4-year college graduates who had participated a in comprehensive college support program found that most graduates held business-related jobs, that their learning disabilities affected their work and that most had developed such compensatory strategies as spending extra times on tasks.

Barbaro, F, Christman, D., Holzinger, S.M. & Rosenberg, E. (1985). Support services for the learning disabled college student, *Social Work, 30,* (1) 12-18.

In developing its program for learning disabled college students, Adelphi University chose an interdisciplinary approach, utilizing special education teachers and social workers, to meet the variety of needs presented by the students. The organizing principles was the ecological perspectives, which recognized the evolving interrelations between individuals and their environments.1 A case study is included.

Blalock, Ginger & Dixon, Nancy M., (1982). Improving prospects for the college bound learning disabled. Topics in Learning and Learning Disabilities, 2, (3), 69-78.

Surveyed administrator of learning disabilities programs to determine the type and extent of offerings available to the learning disabled (LD) adult student and to assess needs that are not being met. Findings indicate that the traditional university

education has represented an impossible goal in the past for most LD students; however, community colleges have promoted postsecondary opportunities for those unable to meet traditional standards. Features of the LD adult student and assessment of and treatment approaches to postsecondary learning disabilities are discussed. Academic behaviors, affective development and occupational concerns of LD postsecondary students are identified as in wide use in postsecondary settings. In the treatment of postsecondary learning disabilities, 2 pathways exist by which schools can serve the LD student. One is to assist students in meeting existing requirements and standards through "selective environments" that offer a limited number of instructional options that work well only for certain students. The alternative, "adaptive environments," provides instructional options that are based on

knowledge of each student's past performance, learning strengths and weaknesses, and interacts, (29 references)

Lutwak, Nita & Fine, Elaine, (1983). Counter therapeutic styles when counseling the learning disabled college student. Journal of College Student Personnel, 24, (4), 320-324.

Discusses several counselor attitudes, beliefs and behaviors that may adversely affect the quality of their working relationship with learning disabled (LD college students, including limiting options; fostering pseudo-autonomy, negative dependency, avoidance and pigeonholing; and encouraging premature termination. A case history of a 19 year old LD college student is presented to illustrate these problems. It is proposed that the life experiences, values, and beliefs of therapeutic professionals do not remain outside the content of the counseling relationship and can influence a client's

decisions and behavior. Therefore, the counselor must be aware of the manifestations of the learning disability as well as his or her own perceptions, attitudes, and biases when working with these clients. It is only when the counselor fully explores and understands his or her own thoughts, feelings, and behaviors that positive and effective counseling interactions can be established.

Hopkins, Loma J., et al. (1982) Career guidance materials for use with students with disabilities: A resource catalog. ERIC Document No. ED219515.

This resource catalog lists over 60 practical and innovative materials specifically useful for career guidance for community college students with disabilities. References are divided into four sections. Section 1, Vocational Guidance Materials and Activities, describes materials which may be used by students and career counselors, including government publications, student activity workbooks, and career information systems. Resources are divided into two subsections: medium to high reading level and low reading level. Section 2, Information and Ideas about Vocational Guidance for Students with Disabilities, provides both theoretical and practical resources on assessment, counseling, and placement of individuals with disabilities. Section 3, Information for Counseling Hearing Impaired, Learning Disabled, Physically Disabled, Visually Impaired, and Ethnic Minorities and Women. Section 4, More Resource Listings, includes information concerning catalogs of film listings, publications, and bibliographies for additional information. Each listing provides this information: author or source; title; issue, and page numbers of periodicals or place of publication, publisher, and data; and brief description of content.

Orzek, Ann M., (1984). Special needs of learning disabled college students: Implication for interventions through peer support groups. Personnel & Guidance Journal, 62, (7), 404-407. Based on A.W. Chickering's (1969) description of seven major areas of development that an individual faces during adolescence and early adulthood, a framework is presented to examine areas of potential concern, both interpersonal and academic, for college students with learning disabilities. The seven areas are (1) developing competence, (2) managing emotions (aggression and sex). (3) developing autonomy, (4) establishing identity; (5) freeing interpersonal relationships; (6) developing purpose, and (7) developing integrity. The use of peer support groups is proposed as an effective intervention for dealing with the personal and academic needs of college students with learning disabilities. The viability for discussion in

a peer group atmosphere provides not only support for the concerned student but also produces valuable information on effective coping skills; feedback from others who have had similar experiences increases the likelihood of better adjustment and development of stronger skills.

Saracoglu, Berenice, et al., (1989). The adjustment of students with learning disabilities to university and its relationship to self-esteem and self-efficacy. *Journal of Learning Disabilities, 22,* (9), 590-92.

A study of 34 university students with learning disabilities reported significantly poorer self-esteem, academic adjustment, and personal-emotional adjustment than a sample of 31 non-learning disabled students. For both groups, self-esteem correlated positively with general self-efficacy, and both variables correlated positively with adjustment to higher education.

Satcher, Jamie, (1989). Learning disabled students: Making the transition to college life. (ERIC Document No. ED320100.

Persons with learning disabilities are choosing to attend college in increasing numbers. They bring with them special needs that must be met if they are to be successful. Federal legislation mandates that education programs receiving federal funds cannot discriminate against persons with disabilities. This places the burden of accommodation on the institution. Many colleges and universities are meeting the needs of learning disabled students through special programs. However, learning disabled students must choose carefully the colleges they attend and the classes they take to reap full benefits from these programs. They must also be willing to discuss their handicap to be eligible for these programs. They must also be willing to disclose their handicap to be eligible for these programs. High school counselors can play a major role in helping learning disabled students to make wise decisions when choosing colleges by serving as advocates and facilitator in the school-to-college transition of these students. In developing appropriate programs of educational services for learning disabled students, through assessment of their strengths, limitations, and needs should be conducted. Choosing courses that will meet these students' needs is a priority after college entrance. Social deficits and lack of social support are major areas of concern for learning disabled students. This group of students has special concerns related to their career development. Counseling services specifically for learning disabled students can meet these needs.

Satcher, Jamie, (1992). College students with learning disabilities: Meeting the challenge. College and

University, 67, (2), 127-32.

A review of literature suggests three major challenges for colleges and universities in serving students with learning disabilities: Modification of admissions policies in compliance with federal legislation concerning disabilities; helping students adjust to college life; and helping students prepare for exit from college. Four specific areas of institutional self-evaluation are identified.

Flom, Barbara, (1986). Self-concept: Learning disabled vs. non-learning disabled college students. University of Wisconsin-Stout.

Learning disabled (LD) (N=16) and non-learning disabled (Non-LD) (N=16) college students completed the Tennessee Self-Concept Scale and were compared with regard to various aspects of self-concept. Mean scores of LD students were higher than those of non-LD subjects on the overall scale and all eight subscales, but differences between groups mean were

significant only on the subscale measuring ethical-moral self-concept. No other significant differences were found between self-concept in LD and non-LD subjects. Contains 10 references.

Wilczenski, Felicia L, & Gillespie, Silver, Patricia, (1990). Profile of university students with learning disabilities. Paper presented at the Annual Conference of the New England Educational Research Organization, Rockport, ME.

Data were collected on 211 undergraduates who were followed by Learning Disabled Student Services (LDSS) at the University of Massachusetts/Amherst during the academic year 1988-1989. Additional data on educational backgrounds were collected for 80 members of the LDSS population, to define variables important in predicting college outcomes. Subsamples of academically high-and low-achieving learning disabled students were contrasted. Forty percent of the students were female and 60% were male. Ninety percent of the students were of traditional college age, and over 80% were White. Transfer students made up 23% of the population. A disproportionate number of students had majors in fine arts, social science, and education. The high school class rank and the Scholastic Aptitude Test scores were lower than the University average. The majority of LDSS students had a long-standing history of learning problems and had received special education in high school. However, less than half of those students chose to identify their special needs at the time of college admission. Students with language-based learning disabilities experienced greater academic difficulty than students with nonverbal processing problems. Reasons for these findings are analyzed, and it is concluded that factors such as social/emotional maturity differentiate high-

and low-achieving learning disabled students. Includes five references.

Davie, Ann R., et al., (1990). *On campus with a disability: Expanding diversity at AASCU institutions.* Washington, D.C.: AASCU Publications.

This booklet describes how many institutions of higher education have mainstreamed disabled students more fully into campus life, and provides academic performance. An additional comparison of high and low academically achieving learning-disabled and non-disabled students found that percentile rank in high school class correctly classified 92% of low academically achieving learning disabled students but only 28% of the high achieving students. Includes eight tables/figures and 13 references.

Barisa, Mart T., & Rogers, Julia S. (1990). *Labeling learning disabled college students.*

Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA.

Ten university of Montevallo (Alabama) students diagnosed as having learning disabilities were interviewed concerning their feelings about being labeled learning disabled, their strategies for coping with the disability, their outlook for the future, advice for other learning-disabled students, and services offered by the university. Eight of the student felt that the term "disabled" was inappropriate to describe their situation, and preferred such terms as learning style difference or learning problem. Nine of the subjects saw both advantages and disadvantages to labeling students, with disadvantages revolving around misunderstanding of the label. All of the students admitted to some form of problem encountered in college, primarily personal difficulties and problems

with teachers or studying. Students' coping strategies and advice to learning disabled high school and college students are noted. The open-ended set of questions used in the interviews and sample responses are presented in appendices. Includes nine references.

Kalivoda, Karen S., et al. (1989). Students with disabilities: A guide for faculty and staff. Georgia University, Athens. Handicapped Student Services. (ERIC Document No. ED328107)

This handbook makes suggestions on how faculty can adjust their teaching environment or style to eliminate barriers that may prohibit a student with a disability from achieving his or her educational goals. The booklet describes the functions of the Office of Handicapped Student Services of the University of Georgia, relevant federal regulations, and handicap definitions. It offers guidelines for dealing with individuals with specific disabilities, including hearing impairments,

learning disabilities, visual impairments, and physical disabilities requiring use of wheelchairs. Disabilities commonly found among the university population are described. Six references included.

California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA, (1989). Comments on the community colleges' study of students with learning disabilities: A report to the legislature in response to supplemental report language to the 1988 State Budget Act. Commission Report 89-5.

Prepared in response to a report by the Office of the Chancellor of the California Community Colleges on learning disabled students, this report describes students with learning disabilities, explains the operation of the community college's learning disability eligibility model, summarizes the main findings of the Office of the Chancellor's study, and discusses issues to be addressed in future studies. An explanation is provided of the seven-part assessment process developed by the community colleges to standardize procedures systemwide. The process involves: (1) intake screening; (2) identification of students' strengths and inconsistencies in achievement; (3) determination of students' level of personal independence and social and vocational responsibility; (4) measurement of ability level; (5) verification of deficits in information processing abilities (6) assessment of the discrepancy between aptitude and achievement; and (7) the final eligibility recommendation. A final section questions the underrepresentation of older students and the overrepresentation of men among the learning disabled and differences in the representation of ethnic groups. Appended to the commentary is the Chancellor's Office report, "Demographic characteristics learning disabilities eligibility model, 1987-1988.

This report evaluates the impact of the eligibility model on the number, age, gender, and race of individuals identified as learning disabled who have received special services.

Adelman, Pamela B. & Wren, Carol T., (1990). *Learning disabilities, graduate school and careers: The student's perspective.* Barat College, Lake Forest, IL, De Paul University, Chicago, IL (ERIC Document Reproduction Services No. ED 333683)

This booklet discusses the nature of learning disabilities and their impact for learning disabled college students considering attending graduate school or entering the workplace. The information is presented through the personal stories of two learning disabled young adults, one who was identified as learning disabled in elementary school and the other in college. Their stories appear on the left side of each two-page section, and general information related to their

experience follows on the facing right-hand page. The information provided covers the following topics: adjusting to a learning disability; common problems of LD adults in college and beyond; finding and understanding diagnostic evaluations; strategies for success; taking advantage of LD services; roadblocks to success; career planning and pre-work experiences; graduate school; choosing the right career; strategies for finding jobs; avoiding and handling problems on the job; compensation and accommodation on the job; disclosure; and understanding one's rights. A resource list of college entrance exams, directories, organizations and support centers, taped texts, and publications concludes the booklet. Stapled to the center of the booklet is a pamphlet by Susan Little titled "An Employer's Guide to Learning Disabilities, which describes learning disabilities and outlines employers' legal

duties in interviewing applicants and supervising employees.

Cant, Malcolm J., (1979). *Individual instructional programs for learning disabled adults: An evaluation.* (ERIC Document Reproduction Service No. ED181616).

The study surveyed 80 young adults (50 male, 30 female) referred through I.E.P.A. (Individualized Educational Program for Adults) for students with learning problems who wish to acquire preemployment skills and/or to improve their vocational status by upgrading their educational level. The pre- and postassessment was conducted in the areas of word reading, oral reading, mathematics, spelling,a nd written expression. Results included that males made greater improvement than females per month in oral reading--passages, reading comprehension--passages, and spelling; while females' improvement per month exceeded males' in oral reading--single word,

mathematics, and expressive language--written.

Council for Exceptional Children, Publications Sales, 1920 Association Drive, Reston, VA, (1989). College planning for students with learning disabilities.

This information digest emphasizes that learning disabled students must be cautious in selecting a higher education program that matches the student's unique needs with the features of the learning disabilities program. Planning for a successful postsecondary education begins with developing an appropriate individualized educational program in high school, to ensure that students complete high school with the necessary skills, content, knowledge, and a positive self-concept. Students also need to develop skills in evaluating courses, planning long-range study time, and interacting with faculty and other students. The role of high counselors includes providing students with detailed information about potential postsecondary institutions and analyzing students' needs in terms of the availability and quality of support services. The digest concludes with a list of questions which should be asked in making the final college selection. Four references and a list of five college guides are included. The digest was developed from a paper by S.F. Shaw et al., titled "preparing learning disabled high school students for postsecondary education.

Wilczenski, Felicia L. & Gillespie-Silver, Patricia, (1991). Academic performance of enrolled learning disabled and nonlearning disabled university students classified by two objective admission criteria. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Boston, MA.

The study explored the qualifications of learning disabled college students by examine the academic performance (first year grade point average--GPA) of 179 learning disabled and 249 nonlearning disabled students classified by two objective admission criteria--either Scholastic Aptitude Test (SAT) or high school class rank. Overall, the scores of the learning disabled group were approximately .5 standard deviations lower than those of nondisabled students for high school percentile rank, SAT verbal , SAT math, and first year GPA. Stepwise multiple regression analyses showed that t high school academic achievement was the best predictor of college GPA, with SAT verbal scores also contributing to the prediction. SAT math scores and learning disabled versus nonlearning disabled categorization did not add to the prediction of college academic performance. An additional comparison of high and low academically achieving learning disabled and nondisabled students found that percentile rank in high school class correctly

classified 92% of low academically achieving learning disabled students but only 28% of the high achieving students. includes 8 tables/figures and 13 references.

Wren, Carol, et al., (1987). College and high school students with learning disabilities: The student's perspective. Chicago, IL: Director, Project Learning Strategies, De Paul University.

This booklet discusses the possibility of college for learning disabled students and encourages high school students interested in going on to college to carefully prepare themselves. The booklet offers the personal stories of two learning disabled (LD) students, one of whom was diagnosed as LD in third grade while the other was not diagnosed until college. Their stories appear on the left-hand page of each two-page section, and general information related to her experience appears on the right hand side. The booklet describes common problems of learning disabled college students, student characteristics, the diagnostic process, developing a learning profile that illuminates strengths and weaknesses, understanding the diagnosis, individualized educational plans, and notes and suggestions for faculty. A list of 17 additional resources is provided.

American Council on Education, (1991). Resources for adults with learning disabilities, 1991-1992. Washington, D.C.: Heath Resources Center, National Clearinghouse on Postsecondary Education for Individuals with Disabilities. (ERIC Document Reproduction Service No. ED334729)

Note: 22 of 31.

Lange, Cheryl M. & Ysseldyke, James E., (1991). Participation of students with disabilities and special needs in postsecondary enrollment options. Research Report No. 1. Enrollment options for students with disabilities.

This study examined the extent to which

students with disabilities or special needs participate in Postsecondary Enrollment Options (PSEO), a Minnesota program which allows 11th and 12th grade students to complete high-school credits at a 4-year or 2-year college or a postsecondary vocational training institution. Directors of the PSEO programs at the 77 participating postsecondary institutions were surveyed. Among findings were: (1) 8 percent of the reported 4, 183 PSEO participants were considered to be students with disabilities or special needs; (2) 90 percent of these students were attending technical colleges or University of Minnesota; (3) 47 percent were identified as having learning disabilities or special needs and 17 percent were gifted; (4) 8% reported English as their second language; (5) 8 percent of students were reported as having mental retardation or developmental disabilities; (6) 42 percent of PSEO students in urban areas were identified as disabled; and (7) Individualized Education Plans existed for 132 of the 318 program participants with disabilities. Comments from respondents addressed concerns about resources, knowledge of handicapping conditions, policy, positive feedback, student characteristics, accessibility issues, and inadequate transition planning, and the need to supply more information to the postsecondary institutions are addressed. (7 references)

Ragosta, Marjorie, et al., (1991). A study of performance and persistence: A validity study of the SAT for students with disabilities. (College Board Report No. 91-3). College Board Publications: New York.

This study evaluated the validity of the Scholastic Aptitude Test (SAT) in predicting overall performance and persistence in college of students with disabilities, especially those participating in special test administrations. An earlier validity study by H. Braun, M. Ragosta, and B. Kaplan (1986) had used grade point average (GPA) in college to study validity. The current study returned to the schools that had originally provided data and obtained information on overall GPA and graduation status. Of 438 colleges and universities contacted, 83 provided data on control students only, 24 provided data on disabled students only, and 62 provided data on both control and disabled students data for 4, 801 control students without disabilities and 1, 309 students with disabilities (174 with hearing impairments, 517 with learning disabilities, 389 with physical disabilities, and 229 with vision impairments) were analyzed. Results suggest that the SAT is an adequate predictor of performances and persistence. Overall GPA were rather adequately predicted, although there was some slight overprediction for students with learning disabilities whether they took the test at regular or special administrations. Persistence in college was also quite well predicted except for hearing impaired students from special test administrations. Twenty-seven tables present study data. Appendices contain information from the original study and analogous data based on SAT and high school GPA results.

Cowen, Sara E., (1988). Coping strategies of university students with learning disabilities. Journal of Learning Disabilities, 21, (3) 161-64. The study investigated coping strategies of 25 learning disabled university students who were not receiving special services. Testing indicated persistent visual and auditory processing deficits and academic skill deficits. Coping strategies used to compensate for deficiencies included carefully managing their time, purchasing previously highlighted textbooks, and having others

proofread papers.

Ganschow, Leonore & Washington, Michael, (1983). The learning disabled student in college: Implications for programming.

Discusses methods for identifying potential college students with specific learning disabilities. Examines a systems approach to the diagnosis and remediation of such students, which involves analyzing the educational task, preparing criterion measures, designing behavioral objectives, and preparing instructional sequences. Offers guidelines for initiating cost-effective services.

Ganschow, Leonore, & Sparks, Richard, (1986). Learning disabilities and foreign language difficulties: Deficit in listening skills? Journal of Reading, Writing, and Learning Disabilities International, 2, (4), 305-19.

Examination of case studies of four learning-disabled college students experiencing severe problems learning a foreign language suggested that all subjects had deficiencies in listening comprehension and concomitant difficulties with the audiolingual teaching method. Other characteristics of these students which may have caused learning difficulties are described.

Hegarty, Seamus, & Dean, Alan, (1985). Learning independence: Post-16 educational provision for people with severe learning difficulties. Summarizes findings of a study on adult and further education for people with severe learning disabilities in the UK. The study was conducted to gather information to aid compliance with the postschool provisions of the Education Act of 1970. Findings on outreach services, curriculum content, curriculum development, integration of students, and parental involvement are presented.

Mangrum, Charles T., & Strichart, Stephen S., (1983).

College possibilities for the learning disabled: Part one. Learning Disabilities: An Interdisciplinary Journal, 2, (5), 57-68. Increased postsecondary opportunities for learning disabled (LD) students have resulted from such factors as extension of secondary LD programs, advocates' pressure, and federal legislation. Characteristics of LD college students are summarized from the research. Steps in program development, from convincing the administration through funding the program are identified.

Mangrum, Charles T., & Strichart, Stephen S., (1983). College possibilities for the learning disabled: Part Two. Learning disabilities: An Interdisciplinary Journal, 2, (6), 69-81. Focuses on admissions policies, program services (including diagnostic testing and prescriptive planning, program advisement, and instructional assistance), and the preparation of high school students for college experiences.

Marion, Paul B., & Iovacchini, Eric V., (1983). Services for handicapped students in higher education: An analysis of national trends. Journal of College Student Personnel, 24, (2), 131-138.

Surveyed compliance officers and coordinators of services for handicapped students at 155 colleges and universities to assess the efforts made to provide special services for students with hearing impairments, visual impairments, and diagnosed learning disabilities, as well as for those with mobility impairments and other handicaps. Results imply that basic services are being provided by most institutions of higher education to assure program accessibility for handicapped students.

McGuire, Joan M. & Bieber, Natalie, (1989). Providing learning disabilities services at technical colleges: A new challenge. Paper presented at the Annual Conference of the Association on Handicapped

Student Service Programs in Postsecondary Education. Seattle, WA.

An overview of the needs of postsecondary students with learning disabilities in technical colleges is provided, based on data gathered during 12 months of on-site technical assistance provided to five connecticut technical colleges. Data suggest that institutional planning was a high-priority need, followed by information on Section 504 of the Rehabilitation Act, inservice education for faculty/staff, and admissions and intake procedures. Across sites, there was variation in the key campus facilitator (e.g., the Dean of Students, the Dean of Instruction, Counseling Center personnel). A comparison of two-year community colleges and technical colleges on selected variables offers insight into some important differences that service providers should consider in the areas of admissions criteria, student coursework in

high school, curriculum, methods of instruction, and faculty credentials and characteristics. Characteristics of learning-disabled students who meet the technical standards for admission to a technical college are listed. Includes four references.

McGuire, Joan M & Shaw, Stan F., (1987). A decision making process for the college bound student: Matching Learner, institution, and support program. Learning Disability Quarterly, 10, (2), 106-111. A systematic decision making process to help match characteristics of the learning disabled (LD) student, characteristics of the postsecondary institution, and characteristics of the LD support program is described.

Miller, Dean C., et al., (1979). College students: learning disabilities and services. Personnel and Guidance Journal, 58, (3), 154-58. Section 504 of the Rehabilitation Act of 1973 provides an impetus for the development of special services for learning disabled college students. Describes the problems of three such students and the services they needed to improve their chances for academic success, and provides suggestions for working with these students.

Miller, Elaine K., & Cabell, Elizabeth A., (1989). Journal of College Student Psychotherapy, 4, (1), 65-81.

Reviews the characteristics and needs of learning disabled (LD) college students and describes a model intervention program designed to provide comprehensive support services to these students. The staffing and student demography of the Special Learning Support Program (SLSP) are described. In addition, the theoretical approaches of the mental health counseling component, treatment outcomes, program limitations, and use of community resources are also discussed.

Murphy, Linda B., (1986). Post secondary education for learning disabled students. A review. Paper

presented at the Neurodevelopmental Center Conference of Northwest Ohio, Toledo, OH.

The review examines the literature on services and needs of learning disabled students at the postsecondary level. Statistics are given showing that many learning disabled students do seek postsecondary education. Problems of definition and identification at the postsecondary level are noted. Observable characteristics of learning disabled postsecondary students are discussed and include academic problems, processing difficulties, and social-emotional deficits. The importance of increased planning for learning disabled students by postsecondary institutions is stressed. Two- and four-year postsecondary institutions are encouraged to plan in the priority areas of vocational guidance, planning, and education; faculty inservice; and development of an effective system of communication between university faculty members and clinicians working with learning disabled students. Promising programs are identified and such characteristics of successful programs an extensive cross-disciplinary screening, team planning for instruction, program evaluation, and community-public awareness components are noted.

Nash, Robert T., et al., (1989). A remedial program for postsecondary learning disabled students. American Association of State Colleges and Universities, Washington, D.C.; Wisconsin Univ., Oshkosh.

This paper discusses the major components of Project Success, a nationally recognized learning disabilities (LD) support program on the campus of the University of Wisconsin Oshkosh. Its goals include: each student wil become academically and socially independent; each student will graduate from the University of Wisconsin Oshkosh or some other postsecondary institution; and each student will maintain a cumulative grade point average of 2.5 or better. The Project Success language remediation program, social remediation program, transitional program, and academic year remediation program are described. Because of the remedial focus, this program is unique among the many programs for postsecondary LD students. An important goal is to raise the language and social skills of its participants to a point that they are capable of functioning independently within 2 to 7 semesters after entering the program. Its success is best reflected by the fact that to date 84 students have graduated from other four-year postsecondary institutions. Further, 71% of all students who have enrolled in the program have either graduated or are presently pursuing a baccalaureate degree. Appended are: A Project Success summer schedule, job descriptions for the director and associate

director; copies of articles about the program; a course syllabus; and a course syllabus format. Contains 34 references.

Ness, Jean & Price Lynda A., (1990). Meeting the psychosocial needs of adolescents and adults with LD. *Intervention in School and Clinic, 26,* (1), 16-21.

Ness, Jean E., (1989). The high jump: Transition issues of learning disabled students and their parents. *Academic Therapy, 25,* (1), 33-40.

Issues that face learning disabled students and their parents during transition from a secondary to a postsecondary setting are explored, and recommendations are offered for consideration in resolving problems during this period.

Putman, Lewis, M., (1984). Postsecondary education for learning disabled students: A review of the literature. *Journal of College Student Personnel, 25,* (1), 68-75.

Reviews literature relating to postsecondary education for learning disabled students. Attributes the scarcity of programs to cost, attitudes, unawareness, and lack of data on incidence and characteristics. To comply with legislation, colleges must do more to accommodate special students.

Rice, Eric, (1978). Statewide assessment/evaluation of occupational programs for disadvantaged and handicapped students. Chapel Hill, NC: Systems Sciences, Inc.

Programs for secondary and postsecondary youth, ages 15-24, in occupational programs for the handicapped or disadvantaged in North Carolina comprised the target population for this evaluative study. Procedures involved three levels of analysis for the data collected--the policy level, involving examination of existing legislation, rules, and report; administrative review via interview with state officials; and program effectiveness assessment through surveys and

visitation. Data analysis involved use of descriptive statistics, especially frequency distribution, priority ranks, and percentage grouping by blocking variables. Findings and conclusions centered on the following critical issues: (1) Barriers: these concern major deficiencies--lack of understanding, lack of expertise, procedures, and specific materials, and lack of facilities and equipment; (2) Needs: sixty-five program elements were force-ranked to prioritized needs for such as counselors, work-study coordinators, tutorial services, and transportation; (3) planning: systematic and comprehensive planning is lacking, it being particularly haphazard and fragmented at the local level; (4) Training: this critical area has yet to be addressed systematically; (5) Funding problems: basically, no-one knows how much it costs to service special needs students; (6) Coordination and corporation; isolation rather

than interaction characterizes the local level, with interaction usually resulting from individual initiative; (7) policy: until recently neglected concern, policy has benefited from recently completed ground-level efforts; (8) Program operations: most programs are in an early stage of development, a few being in an advanced state.

Siperstein, Gary N., (1988). Students with learning disabilities in college: The need for programmatic approach to critical transitions. Journal of Learning Disabilities, 21, (7), 431-36.

The paper describes the Three Stage Transition Model of service delivery for postsecondary learning disabled students. Identified are activities colleges can implement to help a student (1 entering college; (2) managing the academic and social changes during college, and (3) exiting college to enter employment.

Stilington, Patricia L., Frank, Alan, R., & Carson, Rori, (1993), Adult adjustment among high school graduates

with mild disabilities. Exceptional Children, 59, (3), 221-233.

Investigated the adult adjustment of 737 young adults with learning disabilities, 59 Ss labeled behavioral disordered, and 142 Ss labeled mentally disabled. All Ss were graduates of special education resource teacher programs. Results are reported in terms of (1) general status information, such as marital status and living arrangements; (2) information about those competitively employed, such as wages, hours worked per week, and percentage of living expenses paid; and (3) comparison of competitively employed vs. unemployed individuals in terms of high school vocational training and work experience. Information is also provided on postsecondary education and overall across gender where relevant and show the need for transition planning even for people with mild disabilities.

Tarnopol, Lester & Tarnopol, Muriel, (1979). Arithmetic disability in college students. Academic Therapy, 14, (3), 261-266.

Data from 31 college students attending remedial arithmetic course at a community college was gathered to study the relationships between arithmetic disability, visual motor, and visual figure ground abilities in college students.

Weingand, Darlene E., (1990). The invisible client: Meeting the needs of persons with learning disabilities. Reference Librarian, (31), 77-88.

Describes common characteristics of learning disabled persons, proposes strategies describes the approach of the Westchester Library System in New York State. Questions are proposed for further thought, discussion, and action.